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Title: Development of a Module to Inculcate Peace Related Attitudes and Values among  
Adolescents

### **ABSTRACT**

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Peace related attitudes and values are the basic requirement for a peaceful and harmonious co-existence. School based violence is alarmingly increasing and many adolescents are seem to be engaged in anti-social activities. If we equip adolescents with peace related attitudes and values the future of humanity can be ensured as safe and secure in their hands. Despite many studies in values and value education, there were not much interventions made to help our adolescents to acquire peace related attitudes and values. Thus the present study was intended for the ‘development of a module to inculcate peace related attitudes and values among adolescents’. The study was based on the thematic peace education model of UNESCO by selecting six themes and their 21 core values from this model.

The objectives of the study were to develop a module to inculcate peace related attitudes and values among adolescents and to make an intervention by employing the module to assess its effectiveness to help the adolescents to acquire the peace related attitudes and values.

The study was conducted in three phases: Exploratory - to understand the existing value education programmes; Development of the module and tools; The Experiment - pre-test, intervention, post-test 1 and 2.

Tools Used in the Study were Module on peace related attitudes and values, self-constructed scales for peace related attitudes and situation analysis and GGTI.

The study adopted 'pre-test-post-test non-equivalent group' design for the experiment. Quasi experimental method was adopted for the study. The Population was adolescents in South Delhi, particularly, secondary school students. Multistage random sampling was used. Three schools from South Delhi having regular value education programme were randomly selected. Two sections each from class IX from all the three schools were selected randomly. The sample, both control and experimental groups were selected by including 207 students (120 boys and 87 girls). Statistical tools such as descriptive analysis, t-test, ANOVA, Scheffe test, ANCOVA and correlation were done. Feedback from parents and students were taken and analysed qualitatively.

The results showed that the intervention made through peace education module was highly effective in helping the adolescents to acquire peace related attitudes and values. It is indicated that the adolescents at secondary level belonging to the experimental group benefitted from the module intervention. Their peace related attitudes and values in post-test 1 and in post-test 2 are significantly different from the pre-test scores and also than that of control group. The correlation analysis between the scores of attitude scale and situation analysis scale at three levels such as pre-test, post-test1 and post-test 2 are positively correlated.

The study recommended that deliberate attempts may be planned and initiated for learner centric approaches in education with emphasis on affective domain to help the learners to acquire peace related attitudes and values. Resource materials must be produced and made available to the teachers and to the students. Guidance and counselling facility and use of ICT should be promoted.